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ABSTRACT

Aids for developing social studies curricula is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 19 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 15 commercially available "Resource Materials" for students, professors, curriculum specialists, and administrators; (4) 3 related professional organizations that may prove helpful in this area; and (5) 5 journals and newsletters. (DC)

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# REFERENCE SHEET ON CURRICULUM DEVELOPMENT

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

## FROM ERIC/ChESS TO YOU . . .

This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

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If you have any further questions or need information on any topic in the area of social studies/social science education, please let us know by letter to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302, or by phone (303) 492-8434.

## CONTACT A PROFESSIONAL ORGANIZATION

Association for Supervision and Curriculum Development
225 N. Washington Street
Alexandria, Virginia 22314

National Association for Core Curriculum
Kent State University
407-D White Hall
Kent, Ohio 44242

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016

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## JOURNALS AND NEWSLETTERS

Educational Leadership
ASCD (see address above)

The Core Teacher
NACC (see address above)

Curriculum Inquiry
John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10158

Social Education
NCSS (see address above)

The Social Studies
Heldref Publications
4000 Albemarle Street, N.W.
Washington, D.C. 20016

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SP014803

April 1982

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ED 211 414 A GUIDE TO SOCIAL STUDIES CURRICULUM DEVELOPMENT FOR MISSOURI EDUCATORS, developed by Missouri State Dept. of Elementary and Secondary Education. 1980.

PC available from Missouri Testing and Evaluation Service, 408 Hitt Street, Columbia, Missouri 65211 ($2.50).

This guide is designed to help K-12 teachers, administrators, and local curriculum committees in all states clarify the purposes of social studies and use constructive strategies for instructional improvement. It is based on the idea that social studies is basic to the education of citizens and that social studies curricula ought to be determined locally within the framework of state law. Each of the nine chapters focuses on one or more aspects of curriculum development; examples include how to develop a social studies curriculum at the local level, developing rationales, and how to develop a K-12 sequence for the social studies.

ED 207 931. ELEMENTARY SOCIAL STUDIES PROGRAM GUIDE, developed by Hawaii State Dept. of Education, Office of Instructional Services. 1981. 176 pp. EDRS price: MF01/PC08 plus postage.

These guidelines can help teachers and administrators in all states develop and implement elementary social studies programs. Chapter 1 contains an overview of the social studies program in Hawaii. Program objectives, performance expectations, and competencies are listed. The other six chapters describe the rationale and content, goals, additional guidelines, instructional development, and resource materials.

ED 204 255. SOCIAL STUDIES FOR CHILDREN K-6, edited by Lydia McCue and Helen E. Jones. 1980. 94 pp. EDRS price: MF01/PC04 plus postage.

This paper is designed to help elementary teachers, supervisors, and administrators improve social studies teaching and learning. It outlines the framework of a K-6 social studies curriculum and describes a continuum for the knowledge and skills of the social sciences. Concepts, competencies, and sample learner outcomes for each grade level are also included.

ED 204 246. HANDBOOK FOR SECONDARY SOCIAL STUDIES EDUCATORS, by Curtis Bailey and others. 1981. 131 pp. EDRS price: MF01/PC06 plus postage.

This handbook contains information that can help secondary educators improve social studies education and help students become responsible, participating citizens. It begins with a discussion of teaching methods and the reasons for teaching middle-school social studies. The second section describes the rationale, course goals, course descriptions, objectives, activities, and evaluation for each social science course taught at the secondary level in Oklahoma. The final section contains a model that can be used as a reference point in examining social studies programs. A bibliography of professional organizations and teacher resources, a list of major social science concepts, a policy on controversial issues, and a textbook evaluation form are also included.

ED 204 198. PREPARING FOR THE NEW ONSLAUGHT ON SOCIAL STUDIES, by Murry Nelson and H. Wells Singleton. 1980. 8 pp. EDRS price: MF01/PC01 plus postage.

This paper examines the controversy over the status and objectives of the social studies and suggests ways for educators to resolve the controversy. It also offers critical comments on two recent overviews of the social studies--the "SPAN Report," by Irving Morrissett, Sharryl Hawke, and

Douglas Superka, and "Defining the Social Studies," by Robert Barr, James Barth, and Sam Shermis.

ED 204 191. EDUCATION IN THE 80's: SOCIAL STUDIES, edited by Jack Allen. 1981. 137 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($7.95 paper copy, Stock No. 3163-6-00).

The 13 articles in this collection focus on the challenges and problems facing social studies educators in the 1980s. Among the topics examined are the purpose and nature of social studies, citizenship education as a role of social studies, the contribution of social studies to humanistic experience, the range of knowledge and understanding in the social studies, basic and soceital skills, the roles societal forces play in social education, and social studies teachers in relation to an unpredictable future. The collection is designed to help teachers evaluate the rationale and content of social studies education.

ED 203 859. USING ERIC AS A CURRICULUM RESOURCE, by Donald R. Smith. 1980. 15 pp. EDRS price: MF01/PC01 plus postage.

The author explains how the Educational Resources Information Center (ERIC) can help educators who need information about curriculum development. He describes how to use the ERIC system, providing the addresses, telephone numbers, and subject content of the 16 clearinghouses as appendices.

ED 203 784. GRADUATE TRAINING IN THE SOCIAL SCIENCES, by David B. Booth. 1981. 20 pp. EDRS price: MF01/PC01 plus postage.

This paper reviews the state of graduate training in the social sciences. It discusses deficiencies in current programs and recommends strategies for improvement. A bibliography and literature review are included.

ED 202 748. EFFECTIVE COMMUNICATION FOR GUIDING PRACTITIONERS: THEORETICAL AND PRACTICAL PERSPECTIVES, by Illene B. Harris. 1981. 82 pp. EDRS price: MF01/PC04 plus postage.

This paper discusses how to write effective curriculum documents--teacher's guides, courses of study, program descriptions, and how-to books. It examines the importance of written communication in curriculum development and discusses topics that must be included in an effective curriculum guide; these topics include purpose, principle, content, subject matter, and teaching methods. The purpose of the paper is to provide teachers with guidance in presenting relevant, practical ideas.

ED 202 677. STUDENT, TEACHER, AND LEARNING ENVIRONMENT CORRELATES OF ATTITUDES TOWARD THE SCIENCES, by Thomas M. Haladyna and Joan Shaughnessy. 1981. 31 pp. EDRS price: MF01/PC02 plus postage.

This paper reports the correlates of attitudes toward the mathematical, natural, and social sciences that resulted from a large-scale, descriptive study of 277 classrooms (grades 4, 7, and 9). The results are reported by grade level, by subject matter, and by regression analyses. Conclusions are drawn concerning the role of the teacher in shaping attitudes at the classroom level; generalizations are made about a classroom that has positive collective attitudes about mathematics, science, or social studies.

ED 201 635. CURRICULUM STUDENTS AND THEIR DISCONTENTS, by Peter Pereira. 1981. 23 pp. EDRS price: MF01/PC01 plus postage.

This guide for educators who teach courses in curriculum at the graduate level discusses the problems of teaching such a course and presents three phases of a course that would solve these problems.

ED 201 556. FOCUS ON STUDENTS IN CURRICULUM KNOWLEDGE: A CRITIQUE OF CURRICULUM CRITICISM. 1981. 21 pp. EDRS price: MF01/PC01 plus postage.

This paper examines how student involvement in the area of curriculum criticism could provide a more comprehensive view of curricular and educational needs. The paper defines curriculum criticism, offers strategies for obtaining student involvement, and discusses the insights that could result from student involvement.

ED 201 055. A TWO-WAY STREET: HOME-SCHOOL COOPERATION IN CURRICULUM DECISION MAKING, edited by Robert L. Sinclair and others. 1980. 99 pp. EDRS price: MF01 plus postage; PC not available

from EDRS. Available from Institute for Responsive Education, Box D, 704 Commonwealth Avenue, Boston, Massachusetts 02215 ($6.00).

This document contains three papers presented at the 1980 American Educational Research Association Conference. The papers (1) review empirical evidence about the effects on academic achievement of different kinds of parental involvement, (2) discuss ways for parents and teachers to plan, implement, and evaluate curricula, and (3) examine why educators should expect parent-school conflict and not consider it all negative. The introduction places parental involvement in a historical context, and the afterword advances a principle for organizing home-school cooperation in curriculum decision making.

ED 199 931. RELEVANCE AND CURRICULUM: MAKING THE FIVE R's MEANINGFUL, by Dennis Butterfield. 1980. 15 pp. EDRS price: MF01/PC01 plus postage.

This paper proposes a new model for curriculum development in response to the current criticism of American education. The model combines the traditional efforts of administrators, teachers, and school board members with involvement of the community, parents, and students. It also discusses procedures for selecting members of a curriculum revision committee, roles for committee members, guidelines for translating statements of philosophy into performance objectives, and design of evaluation procedures.

ED 195 491. CURRICULUM GUIDES FOR THE SOCIAL STUDIES, K-12, by the ERIC Clearinghouse for Social Studies/Social Science Education. 1980. 26 pp. EDRS price: MF01/PC02 plus postage.

This annotated bibliography describes K-12, K-6, and 7-12 curriculum guides that are available through the ERIC system. The course outlines and syllabi focus on a variety of topics, including aging, the energy crisis, legal education, consumer education, curriculum development, textbook selection, and program improvement.

ED 194 438. COMMENTS ON THE "NCSS ESSENTIALS OF THE SOCIAL STUDIES STATEMENT AND THE ISSUE OF SCOPE AND SEQUENCE," by Irving Morrissett. 1980. 12 pp. EDRS price: MF01/PC01 plus postage.

This paper examines the "Essentials of Social Studies" by the National Council for the Social Studies (NCSS). Morrissett explains why he believes proponents of citizenship education will better answer educational needs in the field of social studies if they tame their rhetoric, set more modest goals, and share the stage with other goals.

ED 189 021. IMPROVING THE USE OF SOCIAL STUDIES TEXTBOOKS. Bulletin 63, edited by William E. Patton. 1980. 87 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from National Council for the Social Studies, 3501 Newark Street, N.W., Washington, D.C. 20016 ($6.95).

This collection of seven articles is designed to help elementary and secondary social studies teachers devise more meaningful ways to use textbooks as resource tools. The articles discuss weaknesses in textbooks and present exercises and techniques to counteract weaknesses.

ED 186 428. CONSIDERED ACTION FOR CURRICULUM IMPROVEMENT, edited by Arthur W. Foshay. 1980. 209 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, Virginia 22314 ($9.75).

This paper treats three areas of concern to persons involved in curriculum development and planning in public schools: the culture of the school, curriculum theory, and practical problems of teachers and curriculum planners.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, Michigan 48106.

EJ 251 636. "Why Should There Be Social Studies in the Elementary School?" edited by Barbara Parramore. SOCIAL EDUCATION, volume 45, number 6, pp. 430-435, October 1981. Reprint available from UMI.

This article presents a collection of views on social studies from such leading educators as Barbara Jordan, professor, University of Texas; Harold Howe II, former vice-president for education and public policy; and James A. Perkins, chairperson, International Council for Educational Development.

EJ 250 389. "Social Studies Needs Assessment: An Alternative Approach," by Peter J. Rothe and Stephen Tod. HISTORY AND SOCIAL SCIENCE TEACHER, volume 16, number 1, pp. 17-20, Fall 1980. Reprint available from UMI.

This article suggests that social studies needs assessments use educational ethnography instead of the usual forced-choice questionnaire. The authors describe techniques and ways to involve teachers, administrators, students, and community members in a needs assessment.

EJ 244 707. "The Social Studies Curriculum: Status and Potential for Reform," by Suzanne W. Helburn. TEACHING POLITICAL SCIENCE, volume 8, number 3, pp. 339-362, April 1981.

The author argues that social studies educational reforms failed because the goals of promoting active citizenship are inconsistent with the citizenship educational functions of the school. Conditions that encourage and inhibit change are identified, and change strategies are suggested.

EJ 243 062. "The Social Sciences: Current and Foreseeable Trends," by Harold G. Shane and Barnadine Tabler. PROSPECTS: QUARTERLY REVIEW OF EDUCATION, volume 10, number 4, pp. 441-455, 1980. Reprint available from UMI.

This article relates trends in the social sciences to social change and explains why the impact of the social sciences on general education should continue to increase. The authors suggest what the effect of social science learning experiences should be.

EJ 242 843. "Social Studies for 5-Year-Olds," by Sarah S. Van Camp. CHILDHOOD EDUCATION, volume 57, number 3, pp. 144-147, January/February 1981. Reprint available from UMI.

The author suggests that a social relationship approach is the most appropriate way to teach social studies to 5-year-old children.

EJ 242 382. "Administrators, Teachers: Stop Writing Curriculum Guides that Won't Be Used!" by Harvey J. Littrell and Gerald Douglas Bailey. NASSP BULLETIN, volume 65, number 443, pp. 29-32, March 1981. Reprint available from UMI.

This article contains suggestions about the types and content of curriculum guides and guides for curriculum use and evaluation.

EJ 241 335. "Framework and Philosophy for an Integrated Curriculum," by Earl S. Johnson. SOCIAL STUDIES, volume 72, number 1, pp. 4-7, January/February 1981. Reprint available from UMI.

This paper proposes that education should be general and integrated, not organized into discrete subjects. Ten questions around which an integrated curriculum can be built are included.

EJ 233 073. "Social Sciences as School Subjects: The Case for the Disciplines," by Marion J. Rice.

JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, volume 13, number 2, pp. 123-132, Winter 1980. Reprint available from UMI.

The author defines "the disciplines" and defends a curriculum organized on the basis of the social sciences. Arguments against the disciplines are also discussed and rejected.

EJ 233 066. "Social Studies Goals in the Middle Grades," by Peter H. Martorella. JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, volume 13, number 2, pp. 47-59, Winter 1980. Reprint available from UMI.

This article describes the developmental characteristics of students in grades 5-8. It also outlines a social studies curriculum that meets the needs of this age group.

EJ 233 062. "Social Studies Goals: The Historical Perspective," by James L. Barth and Samuel S. Shermis. JOURNAL OF RESEARCH AND DEVELOPMENT, volume 13, number 2, pp. 1-11, Winter 1980. Reprint available from UMI.

The authors trace the historical development of social studies in order to provide a perspective for the next two decades. They advocate citizenship education, but strongly oppose the 19th-century tradition of enculturation.

## RESOURCE MATERIALS

Materials appropriate for teachers, students, professors, curriculum specialists, and administrators follow. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

CURRICULUM BOOKS: THE FIRST EIGHTY YEARS, by William H. Schubert. 1980. 371 pp.

University Press of America
P.O. Box 19101
Washington, D.C. 20036
Price: $14.00.

This book surveys and analyzes curriculum books written between 1900 and 1979. The books are listed in bibliographies by decade and are analyzed on the basis of three schools of curriculum thought--the intellectual traditionalists, the social behaviorists, and the experientialists.

CURRICULUM: DESIGN AND DEVELOPMENT, by David Pratt. 1980. 503 pp.

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Price: $18.95.

This book is a guide for practitioners interested in such issues as needs assessment, criteria of performance, and program evaluation. It also contains criteria for selecting equipment and materials. Research studies are cited throughout.

CURRICULUM DEVELOPMENT: A REFLECTION OF PROGRAMMATIC TRENDS, by S. Audean Allman, O.W. Kopp, and David L. Zufelt. 1980. 231 pp.

American Press
520 Commonwealth Avenue, No. 416
Boston, Massachusetts 02215
Price: $7.95.

This book describes a process that allows professional educators, lay personnel, and learners to develop curriculum by interacting. The nine chapters cover such curriculum topics as changing patterns, development issues, organizational patterns for learning, coping with change, and implementing the change model.

CURRICULUM DEVELOPMENT: THEORY INTO PRACTICE (2nd ed.), by Daniel Tanner and Laurel N. Tanner. 1980. 776 pp.

Macmillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022
Price: $19.95.

This book is useful for introductory courses in curriculum. It contains a detailed history of the curriculum field and a review of curriculum theory.

CURRICULUM PLANNING FOR SOCIAL STUDIES TEACHING, by Craig Kissock. 1981. 148 pp.

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10158
Price: $25.00.

The author of this resource for teachers, administrators, and planners of social studies programs (especially in developing countries) believes that social studies curricula and instruction must be different in each situation. The book presents a unique educational model for analyzing any individual society for the purpose of designing a social studies curriculum that is appropriate for students.

DILEMMAS OF THE CURRICULUM, by G.H. Bantock. 1980. 146 pp.

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10158
Price: $19.95.

This book explores and analyzes current cultural and curriculum dilemmas, presenting controversial suggestions for change. It discusses historical forces that have influenced educational thinking, arguments in favor of a common curriculum, and arguments for more radical curriculum. Specific suggestions for educating low achievers are also included.

EVALUATING CURRICULUM PROPOSALS, by Digby C. Anderson. 1981. 178 pp.

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10158
Price: $26.95.

This book is designed to help teachers evaluate new curriculum from educational researchers, social scientists, and social policy committees. The author presents methods for deciding whether the innovators have done adequate research, have based the products on actual classrooms, have sound arguments for the products, etc.

IMPROVING CURRICULUM MANAGEMENT IN SCHOOLS, by Fenwich W. English. 1980. 26 pp.

Council for Basic Education
725 Fifteenth Street, N.W.
Washington, D.C. 20005
Price: $2.00.

This monograph describes the assessment and procedural needs of school districts working towards congruence between desired and actual student learning. The author discusses usual concepts such as educational goals, student learning objectives, and minimum competencies, as well as concepts from the private sector such as quality control, productivity, and management.

ISSUES IN CURRICULUM THEORY, edited by C.R. Stoughton. 1981. 206 pp.

University Press of America
P.O. Box 19101
Washington, D.C. 20036
Price: $9.50.

This book discusses critical issues in curriculum theory for classroom teachers and graduate students. It relates the theory to decision making, curriculum design, and other current issues in education. It also reviews the historical perspective of curriculum theory and such approaches as the scientific and reconceptualist.

THE MIDDLE SCHOOL CURRICULUM (2nd ed.), by Leslie W. Kindred and others. 1981. 225 pp.

Longwood Division
Allyn and Bacon, Inc.
Link Drive
Rockleigh, New Jersey 07647
Price: $18.95.

This book contains practical information to help middle school teachers, principals, and administrators develop a learning program that meets the individual needs of students. The ten chapters focus on such topics as the physical, emotional, social, and intellectual characteristics of the child, curriculum design, organizing staff, and evaluating student performance.

A PRACTICAL GUIDE TO PROGRAM PLANNING, by Adrianne Banks, Marlene Henerson, and Laurel Eu. 1981. 252 pp.

Teachers College Press
81 Adams Drive
Totowa, New Jersey 07512
Price: $16.95.

This practical guide for teachers involved in team curriculum planning opens with a discussion of the steps in program planning. The main section of the guide describes how five field-tested models of teaching each explain how to plan, organize, teach, and evaluate the model according to specific goals.

PRINCIPLES OF SOCIAL STUDIES: THE WHY, WHAT, AND HOW OF SOCIAL STUDIES INSTRUCTION, by James L. Barth. 1980. 178 pp.

University Press of America
P.O. Box 19101
Washington, D.C. 20036
Price: $8.75.

This book introduces college students to the field of social studies education. It includes material from a wide range of social studies education professors.

THE PROJECT SPAN REPORTS. 1982.

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
Price: contact the publisher.

These five reports were developed as part of the National Science Foundation funded Project SPAN (Social Studies Priorities, Practices, and Needs). The purposes of the project were to study the current state of social studies/social science education, identify needs in the field, and recommend actions and directions for the future. Titles are: THE CURRENT STATE OF SOCIAL STUDIES, THE FUTURE OF SOCIAL STUDIES, SOCIAL STUDIES REFORM: 1880-1980, SOCIAL ROLES: A FOCUS FOR SOCIAL STUDIES IN THE 1980S, and WORKING PAPERS FROM PROJECT SPAN.

RETHINKING CURRICULUM STUDIES, edited by Martin Lawn and Len Barton. 1981. 253 pp.

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10158
Price: $27.95.

This book discusses the British and American experiences in curriculum studies. By presenting various perspectives on dilemmas that teachers encounter, it introduces new methods for perceiving, defining, and solving problems.

THE UNIT PLANS: A PLAN FOR CURRICULUM ORGANIZING AND TEACHING, by Earl J. Ogletree, Patricia Gebauer, and Vilma E. Ujklaki. 1980. 490 pp.

University Press of America
P.O. Box 19101
Washington, D.C. 20036
Price: $14.50.

This book presents an overview of the unit plan for undergraduate and graduate students studying curriculum from a practical and theoretical perspective. It describes different types of units and explains how the unit relates to the curriculum, how to construct a unit, how to develop lesson plans, etc.